Multimodal Literacy and Storytelling for English Learners

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Social Studies Instruction with Multimodal Literacy

Technology

Cognitive Demands

Storytelling

Social Studies Standards

Introductions

Session Objectives

- Modeling of interactive storytelling strategies

- Interactive demonstration of web based applications that facilitate language use, imagination and building connections

- Ways to align social studies performance objectives with English language proficiency standards

Storytelling & Language Development

- Stages of language development:
- Listening, Speaking, Reading, Writing
- Auditory-rich environment
- Imagination development
- Development of listening skills
- Enhancement of:
  - fluency
  - vocabulary acquisition
  - recall
- Development of ability to think symbolically and metaphorically
- Furthering of oral and written language development
- Furthering comprehension for reading and listening

Turnip Story

▶ As you listen and participate in the interactive story, contemplate:

  ▶ Social Studies Strand – which one lends itself well to the story?

  ▶ English Language Proficiency Standards – which ones could be aligned to the story?

  ▶ What techniques are used that are helpful for those learners whom **English is an additional language (EAL)**?

English Language Proficiency Standards

- **Stage IV Listening and Speaking**
  - Comprehension of Oral Communication
    HI-4: making inferences and drawing conclusions from presentations.
    HI-5: sequencing events from information presented in read-alouds, presentations, and conversations.
  - Delivery of Oral Communications
    HI-2: presenting dialogue, skits, and drama using appropriate rhythm, rate, phrasing, and expression.

AZ Social Studies Standards

- AZ Social Studies Strands:

  o American History
  o World History
  o Civics/Government
  o Geography
  o Economics

- Designed to cover depth and breadth of topics
- Aim for students to learn designated knowledge competencies
- Anticipate student development of deep content understanding
- Enable meaningful connections between the past and present
- Support thinking flexibly and responsibly regarding civic issues

Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community (ww.socialstudies.org)

Storytelling Unfolding in the Classroom

▶ **Self-Talk**
 o Students practice content and language from a different perspective
 o We Video technology tool is used for recording voice, video, and documents

▶ **Fortunately & Unfortunately Story Telling**
 o Collaborative effort piecing together a fictional story told about a historical person or time using objects or pictorial prompts.
 o Google Presentation: Pictures/Images
 o Primary Sources (Lincoln's Letter) http://docsteach.org/

▶ **Oral Language Game: Where am I?**
 o Students use descriptions and facts to identify geographic locations
 o Google Plus Apps; Skype in Education; http://pursued.nemesys.hu/; https://www.geoguessr.com

▶ **Oral Language Game: Who Am I? Beat the Clock**
 o Students use descriptions and facts to identify historical figures
 o Digital Flash Cards: Google Docs + Flippity; Evernote Peak; Study Blue

Adobe Acrobat Document

Reflection and Planning

- Which strategy and/or tool will you incorporate into your practice next week?
- Why?